

October 25, 2023

## MEMORANDUM

**To:** Bev Pratt, OMB  
**From:** Rebecca Bielamowicz, Ryan Iaconelli, and Andrew Zukerberg, NCES  
**Through:** Carrie Clarady, NCES  
**Re:** School Pulse Panel 2023-24 Quarter 3 Revision (OMB# 1850-0975 v.6)

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The School Pulse Panel is conducted by the National Center for Education Statistics (NCES), part of the Institute of Education Sciences (IES), within the United States Department of Education. Initially, the purpose of the study was to collect extensive real-time data on issues brought to light by the COVID-19 pandemic on students and staff, as well as other important education-related issues that could inform data-driven policy decisions, in U.S. public primary, middle, high, and combined-grade schools and districts. Specifically, this was accomplished by collecting data on, among other things, the percentage of the student body starting the school year behind grade level, the types of learning recovery strategies being implemented and the perceived effectiveness of those strategies, classroom behavioral concerns, mental health services provided, and staffing issues. NCES was able to capture each of these pieces in an expedited fashion and report out findings in a matter of weeks, providing rich information to help tell the full story of what students, staff, and administrators were battling on a daily basis. The success of the quick-turnaround nature of the SPP was a clear indication of the immense value of having a real-time data collection vehicle readily available to capture content on prominent events occurring in the school environment. Therefore, stakeholders and ED leadership have asked NCES to continue this type of data collection methodology for the 2023-24 school year and beyond with content extending beyond COVID-19 pandemic impacts on the education environment.

The preliminary activities package was formally cleared in February 2023 (OMB# 1850-0975 v.1) and the SPP monthly data collection package was formally cleared in June 2023 (OMB# 1850-0975 v.2). A change request (v.3) was cleared in July 2023 to make changes to the September and October instruments and August 2023-January 2024 communication materials. A second quarterly package was formally cleared in October 2023 (OMB# 1850-0975 v.4), which contained the November 2023-January 2024 questionnaires and the February 2024-June 2024 communication materials. A change request (v.5) was cleared in October 2023 to make changes to the December 2023 and January 2024 instruments; content on these surveys was undergoing cognitive testing during the 30-day public comment period. The purpose of this memo is to accompany a revision (v.6) and to describe the changes to the research materials contained in that revision. The new revision is focused on a 30-day public comment period on new items (within the scope of the research domains previously established) to be collected on the February 2024, March 2024, and April 2024 instruments (Appendix C3). These items are considered very close to final and will go through minimal testing with school personnel to examine any comprehension concerns with item wording. Feedback from this testing, as well as additional input from SPP stakeholders, will result in modifications and additions that will be reflected in future change requests.

## **Changes to Part A**

### **A.1.1 Purpose of This Submission**

The package containing the details of the SPP 2023-24 Data Collection (OMB# 1850-0975 v.2) went through 60-day and 30-day public comment periods beginning in March 2023, and that primary request was approved in July 2023. Following that approval, items in the September and October questionnaires were modified via a change request (v.3) based on the results of cognitive testing; minor changes to the

communications materials were also modified via this same change request. ~~The current package (v.4) contains the November 2023-January 2024 questionnaires and the full year of communication materials. The November 2023 questionnaire has been finalized but the items in the December 2023 and January 2024 questionnaires were still undergoing cognitive testing at the time of the publication of this 30-day package. A change request (OMB# 1850-0803 v.5) will be submitted at the conclusion of the 30-day public comment period for this package to make updates to these instruments, as informed by cognitive testing.~~ A quarterly package (v.4) contained the November 2023-January 2024 questionnaires and the full year of communication materials. This package was formally cleared in October 2023. A change request (OMB# 1850-0975 v.5) was submitted in October 2023 at the conclusion of the 30-day public comment period for this package to make updates to the December 2023 and January 2024 instruments. The content on these surveys was undergoing cognitive testing during the 30-day public comment period. The current package (v.6) contains the February-April 2024 questionnaires. A change request (OMB# 1850-0975 v.7) will be submitted at the conclusion of the 30-day public comment period for this package to make updates to these instruments, as informed by cognitive testing that will occur during winter of 2023.

### **Changes to Part B**

No changes to Part B in this submission.

### **Changes to Appendix A – Communication Materials**

No changes to Appendix A in this submission.

## **Changes to Appendix B – Item Bank**

Recall that all items are kept in the complete Item Bank for continuity across collections and increased flexibility in rapid response to stakeholder needs, but the C Appendices contain collections of items for each month of the SPP data collection. The changes below represent two sources of change:

- (1) new items added in this revision in Appendix C3. Appendix C3 will be edited via future change requests, as informed by cognitive testing and input from stakeholders, and the Appendix B Item Bank will be updated to reflect those CR changes at the time of the next 30-day revision, currently projected for Spring 2024; and
- (2) final versions of items approved in the v.5 change request that have been updated in the Appendix B Item Bank.

### 1. New and revised items included in C3

**ParCon\_new.** To the best of your knowledge, what level of concern, if any, have parents expressed about their children’s experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by parents/guardians at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
<i>Meeting academic needs for their children</i>					
<i>The school’s use of evidence-based learning-recovery strategies (e.g., high-dosage tutoring, tailored accelerated instruction) to support their children’s academic needs</i>					
<i>Meeting developmental needs or milestones (e.g., speech development, behavioral development)</i>					
<i>Physical health and safety for their children in classrooms</i>					
<i>Social, emotional, and mental health for their children</i>					
<i>Safe and reliable transportation</i>					
<i>Their children’s engagement in the classroom</i>					
<i>Their children’s engagement in extra-curricular activities</i>					
<i>World or Dual Language Program offerings</i>					
<i>Supporting college and career readiness or pathways</i>					

Filling teacher and staff vacancies					
Family workshops to provide techniques and guidance to support learning recovery					
Family engagement/outreach activities (e.g., home visits, communicating via text apps, video conference meetings, etc.)					
Their children being able to utilize academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					

**ParCon24.** To the best of your knowledge, what level of concern, if any, have **parents/guardians** expressed about their children’s experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by parents/guardians at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
Meeting academic needs for their children					
Meeting developmental needs or milestones (e.g., speech development, behavioral development)					
Physical health and safety for their children in classrooms					
Social, emotional, and mental health for their children					
Safe and reliable transportation to and from school					
Their children’s engagement in the classroom					
Their children’s engagement in, or the availability of, extra-curricular activities					
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					
The school’s use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their children’s academic needs					
Their children’s ability to					

access World or Dual Language programs					
The school's ability to support college and career readiness or pathways					
The school's ability to fill teacher and staff vacancies					
The availability of family workshops that provide techniques and guidance to support learning recovery					
The availability/use of family engagement/outreach activities (e.g., home visits, communicating via text apps, etc.)					

**StuCon<sub>new</sub>.** To the best of your knowledge, what level of concern, if any, have students expressed about their experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by students at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
<i>Meeting academic standards</i>					
<i>Meeting developmental needs or milestones (e.g., speech development, behavioral development)</i>					
<i>Physical health and safety in classrooms</i>					
<i>Social, emotional, and mental health</i>					
<i>Safe and reliable transportation</i>					
<i>Engaging in the classroom</i>					
<i>Engaging in extra-curricular activities</i>					
<i>Accessing college and career readiness programs or pathways</i>					
<i>Utilizing academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)</i>					

**StuCon<sub>24</sub>.** To the best of your knowledge, what level of concern, if any, have students expressed about their experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by students at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
Meeting academic standards					

Meeting developmental needs or milestones (e.g., speech development, behavioral development)					
Physical health and safety in classrooms					
Social, emotional, and mental health					
Safe and reliable transportation					
Engaging in the classroom					
Engaging in, or the availability of, extra-curricular activities					
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					
The school's use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their academic needs					
The availability of World or Dual Language programs					
The school's ability to support college and career readiness or pathways					
The school's ability to fill teacher and staff vacancies					

**StafCon\_new.** To the best of your knowledge, what level of concern, if any, have staff expressed about their experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by staff at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
<i>Getting their students to meet academic standards</i>					
<i>Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)</i>					
<i>Their PERSONAL health and safety while in the classroom or offices</i>					
<i>Their PERSONAL social, emotional, and mental health</i>					
<i>Their STUDENTS' health and safety while in the classroom</i>					

<i>Their STUDENTS' social, emotional, and mental health</i>					
<i>Student engagement in the classroom</i>					
<i>Student engagement in extra-curricular activities</i>					
<i>Use of sick and personal leave</i>					
<i>Filling teacher and staff vacancies</i>					
<i>Students being able to utilize academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)</i>					

**StaCon24.** To the best of your knowledge, what level of concern, if any, have **staff** expressed about their students and their own experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by staff at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
Getting their students to meet academic standards					
Getting their students to meet developmental needs or milestones (e.g., speech development, behavioral development)					
Their STUDENTS' health and safety while in the classroom					
Their STUDENTS' social, emotional, and mental health					
Safe and reliable transportation for students					
Student engagement in the classroom					
Student engagement in, or availability of, extra-curricular activities					
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					
The school's use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their students' academic needs					
Their students' ability to access World or Dual Language programs					
The school's ability to support college and career readiness or pathways					
The school's ability to fill teacher and staff vacancies					
Their PERSONAL health and safety while in the classroom or offices					
Their PERSONAL social, emotional, and mental health					
Use of sick and personal leave					
The influence of outside individuals or groups on classroom instruction and school curriculum					



**AdmCon24.** To the best of your knowledge, what level of concern, if any, have school leaders expressed about their students and their own experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by staff at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
<i>Getting students to meet academic standards</i>					
<i>Getting students to meet developmental needs or milestones (e.g., speech development, behavioral development)</i>					
<i>STUDENTS' health and safety while in the classroom</i>					
<i>STUDENTS' social, emotional, and mental health</i>					
<i>Safe and reliable transportation for students</i>					
<i>Student engagement in the classroom</i>					
<i>Student engagement in, or availability of, extra-curricular activities</i>					
<i>The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)</i>					
<i>The school's use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their students' academic needs</i>					
<i>Students' ability to access World or Dual Language programs</i>					
<i>The school's ability to support college and career readiness or pathways</i>					
<i>The school's ability to fill teacher and staff vacancies</i>					
<i>Their PERSONAL health and safety while in the classroom or offices</i>					
<i>Their PERSONAL social, emotional, and mental health</i>					
<i>Use of sick and personal leave</i>					
<i>The influence of outside parties on classroom instruction and school curriculum</i>					

**AdmCon24.** To the best of your knowledge, what level of concern, if any, have **school leaders** expressed about their students and their own experiences during the 2023-24 school year?

	<b>I have not heard this concern expressed by staff at my school</b>	<b>Slightly concerned</b>	<b>Somewhat concerned</b>	<b>Moderately concerned</b>	<b>Extremely concerned</b>
Getting students to meet academic standards					
Getting students to meet developmental needs or milestones (e.g., speech development, behavioral development)					
STUDENTS' health and safety while in the classroom					
STUDENTS' social, emotional, and mental health					
Safe and reliable transportation for students					
Student engagement in the classroom					
Student engagement in, or availability of, extra-curricular activities					
The availability of academic assistance and/or enrichment offerings outside of regular school hours (e.g., after-school programs, summer programs)					
The school's use of evidence-based learning recovery strategies (e.g., high-dosage tutoring) to support their students' academic needs					
Students' ability to access World or Dual Language programs					
The school's ability to support college and career readiness or pathways					
The school's ability to fill teacher and staff vacancies					
Their PERSONAL health and safety while in the classroom or offices					
Their PERSONAL social, emotional, and mental health					
Use of sick and personal leave					
The influence of outside individuals or groups on classroom instruction and school curriculum					

**Concern4\_alt.** We'd like to learn more about the concerns schools have heard from parents, students, or staff during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

**SEC2.** How does your school ~~elicit~~ **get** input from families about how to best meet their students' social and emotional needs? {Display if "We seek input from families..." = A or SA}

**SEC3.** What types of data does your school collect on students' social and emotional ~~schools~~ **needs**? {Display if "My school communicates what data..." = A or SA}

**SEC\_more.** We'd like to learn more about schools' social and emotional learning practices during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

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**SA1.** Indicate whether you agree or disagree with the following statements about your state standards in **mathematics**.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
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**SA2.** How **concerned** are you ~~much concern do you have~~ about the following issues related to the main state-mandated **mathematics** test that your students will be given in 2023-24?

	Not a concern	Minor concern	Moderate concern	Major concern	Don't Know
I will not have access to information about the content of the state-mandated mathematics test					
The state-mandated mathematics test will not be aligned with state standards					
The state-mandated mathematics test will be too difficult for many of <b>my our</b> students					
Students will not perform as well on the state-mandated mathematics test this year compared to previous years					
The work <b>I we</b> will do to prepare <b>my our</b> students for the state-mandated mathematics test will take time away from other more important classroom work					
My school will not have the technological capacity to administer the state-mandated mathematics test					
The state-mandated mathematics test will not provide accurate scores for students with special learning needs					
Results from state-mandated mathematics test will not provide useful data to inform classroom instruction					

**SA3.** Indicate whether you agree or disagree with the following statements about your state standards in **English language arts (ELA) & literacy**.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
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	Disagree			Agree	Know
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**SA4.** ~~How much concern do~~ How concerned are you ~~have~~ about the following issues related to the main state-mandated **English language arts (ELA) & literacy** test that your students will be given in 2023-24?

	Not a concern	Minor concern	Moderate concern	Major concern	Don't Know
I will not have access to information about the content of the state-mandated ELA/literacy test					
The state-mandated ELA/literacy test will not be aligned with state standards					
The state-mandated ELA/literacy test will be too difficult for many of <del>my</del> our students					
Students will not perform as well on the state-mandated ELA/literacy test this year compared to previous years					
The work <del>I</del> we will do to prepare <del>my</del> our students for the state-mandated ELA/literacy test will take time away from other more important classroom work					
My school will not have the technological capacity to administer the state-mandated ELA/literacy test					
The state-mandated ELA/literacy test will not provide accurate scores for students with special learning needs					
Results from state-mandated ELA/literacy test will not provide useful data to inform classroom instruction					

**SA\_more.** We'd like to learn more about schools' experiences with state assessments. In the space below, please share any other information you would like us to know on this topic. *This item is optional.*

*The following items focus on mental health services provided to ~~students~~ **STUDENTS** during the 202**1**3-2**2**4 school year.*

**MH1.** During the 202**1**3-2**2**4 school year, which of the following, if any, school-based mental health services have been provided to **STUDENTS**?

- o Outreach (e.g., a screening of all students for mental health concerns)

- Case management (e.g., identifying and coordinating mental health support for individual students)
- Needs assessment (e.g., evaluating the gaps in resources for an individual student's well-being)
- Individual-based intervention (e.g., providing one-on-one counseling or therapy to student)
- Group-based intervention (e.g., providing services to a group of students who are all seeking help for the same issue)
- Family-based intervention (e.g., providing resources to caregivers for supporting their student's health)
- Telehealth delivery (e.g., meeting between mental service provider at school and students via video or phone)
- External referrals (e.g., referring students to mental health professionals outside of school)
- Other, please specify: \_\_\_\_\_
- We have not provided any school-based mental health services during the 2023-24 school year
- Don't Know

**MH22.** To the best of your knowledge, what percentage of students at your school utilize mental health services?

- \_\_\_\_\_ percent
- Don't know

**MH23a\_v1.** To the best of your knowledge, have any of the following groups of students sought out mental health services more than others during the 2023-24 school year? *Select all that apply.*

**MH23a\_v2.** To the best of your knowledge, have any of the following groups of students sought out mental health services at a disproportionate rate during the 2023-24 school year? *Select all that apply.*

- Students from particular racial/ethnic backgrounds (indicate in next item)
- Students with Individualized Education Programs (IEPs) or 504 plans
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- English Learner (EL) or English as a Second Language (ESL) students
- Students experiencing homelessness
- Migrant students
- Students in Gifted and Talented programs (aka GATE, TAG, G/T)
- LGBTQ+ students
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't Know

**MH23b.** Which of the following racial/ethnic student groups have sought out mental health services more than others? *Select all that apply.* {Display if MH28a = "...particular racial/ethnic backgrounds"}

- American Indian or Alaska Native, Non-Hispanic
- Asian, Non-Hispanic
- Black or African American, Non-Hispanic
- Hispanic or Latino, of any race
- Native Hawaiian or Other Pacific Islander, Non-Hispanic
- Two or more races, Non-Hispanic
- White, Non-Hispanic
- Don't know

**MH24a.** Did your school implement any changes to the daily or yearly academic calendar in order to mitigate potential mental health issues for students and staff during the COVID-19 pandemic (school years 2020-21 through 2022-23)?

*Include actions like designating time during the school day to focus on mental wellness and adding designated days off for students and staff to focus on their mental health. Please do not include changes due to physical health concerns.*

- Yes
- No
- Don't Know

**MH24b.** For the 2023-24 school year, are you still implementing any of these actions? {Display if MH24a = YES}

- Yes, these changes have become part of our regular daily or yearly academic calendar
- Yes, but we have reduced the amount of time or number of days dedicated to mitigating mental health concerns
- No, our daily or yearly academic calendar has reverted back to the pre-COVID era
- Don't know

**MH25.** During the 2023-24 school year, has your school done (or will it do) any of the following to help support students' social/emotional/mental well-being?

- Hired new staff
- Encouraged existing staff to address student social/emotional/mental well-being
- Added student classes
- Created or expanded a program
- Offered guest speakers
- Offered professional development to train teachers
- Held assemblies
- Created community events and partnerships
- Other, please specify: \_\_\_\_\_
- We have not implemented any practices or procedures designed to support students social/emotional/mental well-being.
- Don't know

**MH26.** Which of the following sources, if any, have been used to support mental health services for students since the COVID-19 national emergency ended in May 2023? *Select all that apply.*

- Federal grants or other federal programs
- State grants or other state programs

- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**MH27.** Is your school able to use federal funding on programs supporting your students' social, emotional, and mental health?

- Yes
- No
- Don't know

**MH28.** In which of the following areas related to accessing/utilizing federal funds for student support services, if any, has your school experienced challenges? *{display if MH27=yes}*

- Grant execution
- Distribution of funds
- Documentation of funds usage
- Needs analysis
- Other, please specify: \_\_\_\_\_
- We have not experienced any challenges in these areas
- Don't know

*The following items focus on mental health services provided to **STUDENTS** since the COVID-19 national pandemic was declared over (May 2023).*

**MH29.** Since the COVID-19 national emergency ended, how have the **types or amount of mental health services provided** to students changed?

- It has decreased a lot
- It has decreased a little
- It has remained the same
- It has increased a little
- It has increased a lot
- Don't know

**MH30.** To the best of your knowledge, how has the percentage of students who have **sought mental health services from your school** changed since the COVID-19 national emergency ended?

- It has decreased a lot
- It has decreased a little
- It has remained the same
- It has increased a little
- It has increased a lot



- Don't know

**MH31.** To the best of your knowledge, how has the percentage of staff expressing concerns with students exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed since the COVID-19 national emergency ended?

- It has decreased a lot
- It has decreased a little
- It has remained the same
- It has increased a little
- It has increased a lot
- Don't know

*The following items focus on mental health services provided to **STAFF during the 2023-24 school year.***

**MH32.** During the 2023-24 school year, which of the following, if any, school-based mental health services have been provided to staff?

- Group-based or peer support interventions
- Referrals to mental health services outside of school
- Mental health-related professional development
- Regular staff self--assessments
- Proactive outreach to staff members
- Other, please specify: \_\_\_\_\_
- We do not provide any mental health services for staff
- Don't know

**MH33.** Which of the following sources, if any, have been used to support mental health services for staff since the COVID-19 national emergency ended? *Select all that apply.*

- Federal grants or other federal programs
- State grants or other state programs
- District or school financial funding
- Partnerships or sponsorships with organizations
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

*The following items focus on mental health services provided to **STAFF since the COVID-19 national pandemic was declared over (May 2023).***

**MH34.** Since the COVID-19 national emergency ended, how have the **types or amount of mental health services provided** to staff changed?

- It has decreased a lot
- It has decreased a little
- It has remained the same

- It has increased a little
- It has increased a lot
- Don't know

**MH35.** To the best of your knowledge, how has the percentage of staff who have **sought** school-based **mental health services** changed since the COVID-19 national emergency ended?

- It has decreased a lot
- It has decreased a little
- It has remained the same
- It has increased a little
- It has increased a lot
- Don't know

**MH36.** To the best of your knowledge how has the percentage of staff expressing concerns with themselves or their colleagues exhibiting depression, anxiety, trauma, or emotional dysregulation/disturbance changed since the COVID-19 national emergency ended?

- It has decreased a lot
- It has decreased a little
- It has remained the same
- It has increased a little
- It has increased a lot
- Don't know

**MH\_more.** We'd like to learn more about schools' experiences with student and staff mental health during the 2023-24 school year. In the space below, please share any other information you would like us to know on this topic.

*This item is optional.*

**SV2.** Before the start of the **next school year (2024-235) school year**, ~~does your school~~ do you anticipate that your school will need to fill any of the following teaching positions?

	Yes, we <b>will</b> have vacancies in this area	No, we <b>are will be</b> fully staffed in this area	This position is not offered at my school	Don't Know
General Elementary				
Special Education				
English or language arts				
Social studies				
Computer science				
Mathematics				

Biology or life sciences				
Physical sciences (e.g., chemistry, physics, earth sciences)				
English as a Second Language (ESL) or bilingual education				
Foreign languages				
Music or arts				
Career or technical education				
Physical education or health				

**SV2a.** How many vacancies ~~do~~ **will** you need to fill in these areas?

{Rows display based on answers to SV2}	Number of vacancies
General Elementary	
Special Education	
English or language arts	
Social studies	
Computer science	
Mathematics	
Biology or life sciences	
Physical sciences (e.g., chemistry, physics, earth sciences)	
English as a Second Language (ESL) or bilingual education	
Foreign languages	
Music or arts	
Career or technical education	
Physical education or health	

**SV3.** Before the start of **the next school year the (2024-235)** school year, **does will** your school need to fill any of the following non-teaching staff positions?

	Yes, we <b>will</b> have vacancies in this area	No, we <b>are will be</b> fully staffed in this area	This position is not offered at my school	Don't Know
Mental health professional (e.g., psychologist, social worker)				
Medical professional (e.g., nurse, nurse's aide)				
Administrative staff				
Technology specialist				
Transportation staff				
Custodial staff				
Nutrition staff (e.g., food preparation, cafeteria workers)				
Academic Counselor				
Academic Interventionist				
Tutors				
Instructional Coaches				
<b>Classroom aides</b>				

**SV3a.** ~~Before the start of the 2022-23 school year,~~ **h**How many vacancies will you need to fill in these areas? ~~non-teaching positions in each field~~ **does your school need to fill?**

{Rows populate based answers in SV3}	Number of vacancies
Mental health professional (e.g., psychologist, social worker)	
Medical professional (e.g., nurse, nurse's aide)	
Administrative staff	
Technology specialist	
Transportation staff	
Custodial staff	
Nutrition staff (e.g., food preparation, cafeteria workers)	
Academic Counselor	
Academic Interventionist	
Tutors	
Instructional Coaches	
<b>Classroom aides</b>	

**SV3b.** How easy or difficult do you anticipate it will be to fill each non-teaching position with fully certified staff?

{Rows populate based answers in SV3}	Very Easy	Somewhat easy	Somewhat difficult	Very difficult
Mental health professional (e.g., psychologist, social worker)				
Medical professional (e.g., nurse, nurse's aide)				
Administrative staff				
Technology specialist				
Transportation staff				
Custodial staff				
Nutrition staff (e.g., food preparation, cafeteria workers)				
Academic Counselor				
Academic Interventionist				
Tutors				
Instructional Coaches				
Classroom aides				

**SV3\_more.** We'd like to learn more about what schools are experiencing while continuing to respond to the challenges of the COVID-19 pandemic. In the space below, please share any other information you would like us to know about how you have dealt with **teaching and staff vacancies**.

*This item is optional.*

**SV3\_more\_alt.** We'd like to learn more about what schools are experiencing ~~while continuing to respond to the challenges of the COVID-19 pandemic-related to staffing~~. In the space below, please share any other information you would like us to know about how you have dealt with **teaching and staff vacancies**.

*This item is optional.*

**TBI1.** Does your school or district have a concussion policy?

- Yes
- No

- Don't know

**TBI2.** How familiar are you with your school or district policy on concussion? {Display if TBI1 = Yes}

- Not at all familiar
- Slightly familiar
- Somewhat familiar
- Moderately familiar
- Extremely familiar

**TBI3.** Does your school's or district's policy on concussion include information on how to support students in the classroom and with classwork after a concussion? {Display if TBI2 ≠ Not at all}

- Yes
- No
- Don't know

**TBI4.** Does your school or district policy apply to any student who gets a concussion or just to students who sustain one during an athletic activity? {Display if TBI2 ≠ Not at all}

- To any student who sustains a concussion
- Only to students who sustain a concussion during an athletic activity
- Don't know

**TBI5.** Does your school or district policy require school staff to receive training on supporting students in the classroom after they have sustained a concussion? {Display if TBI2 ≠ Not at all}

- Yes
- No
- Don't know

**TBI6.** Does your school or district policy require school staff who are NOT involved in athletic activities or physical education to receive training on working with students who have sustained a concussion? {Display if TBI2 ≠ Not at all}

- Yes
- No
- Don't know

**TBI7.** Does your school or district policy require that there be at least one person who is trained on supporting students in the classroom after a concussion? {Display if TBI2 ≠ Not at all}

- Yes
- No
- Don't know

**TBI8.** Does your school have at least one person who is trained on how to help students adjust back into classroom activities after a concussion?

- Yes

- No
- Don't know

**TBI9.** To the best of your knowledge, are there staff at your school who could be trained and serve as the point person to support students in the classroom after a concussion?

- Yes
- No
- Don't know

**TBI10.** To the best of your knowledge, how important is concussion awareness and supporting students who have sustained a concussion to teachers at your school?

- Not at all important
- Slightly important
- Moderately important
- Very important
- Don't know

**TBI11.** To the best of your knowledge, how important is concussion awareness and being integrated back into the classroom after sustaining a concussion to students at your school?

- Not at all important
- Slightly important
- Moderately important
- Very important
- Don't know

**TBI12.** To the best of your knowledge, how much interest is there among staff at your school to learn more about concussions and supporting students in the classroom following this injury?

- No interest
- Slight interest
- Moderate interest
- A lot of interest
- Don't know

**TB\_more.** We'd like to learn more about how schools handle instances of traumatic brain injuries. In the space below, please share any other information you would like us to know about this topic.

*This item is optional.*

**Transp1.** To the best of your knowledge, on a typical school day, what percentage of your students travel to and from school using the following modes of transportation?

*If a student takes multiple modes of transportation during their commute, count only the mode of*

transportation they spend the most **the** time **on** when estimating percentages. For example, if a student rides the subway for 25 minutes and then walks the last 5 minutes to get to school, count them in the “By public transportation” estimate.

Percentages should add up to 100%

	Percentage of students	This transportation option is not available for our students	Don't know
By school bus			
By public transportation (e.g., subway, metro, city bus)			
By bike, scooter, or other similar micromobility means			
By walking to school			
By being dropped off/picked up by car			
By driving their own car			
Other, please specify: _____			

**Transp#2.** Are there sidewalks on the streets immediately surrounding your school?

- Yes, on all streets.
- Yes, on some streets
- No
- Don't know

**Transp#3.** Are there school zones in the area immediately surrounding your school?

- Yes
- No
- Don't know

**Transp#4.** Are there traffic-calming measures (e.g., speed bumps, speed tables) on the streets immediately surrounding your school?

- Yes, on all streets
- Yes, on some streets
- No
- Don't know

**Transp#5.** Are there bike lanes on the streets immediately surrounding your school?

- Yes, on all streets
- Yes, on some streets
- No
- Don't know

**Transp#6a.** Is bicycle parking (e.g., bike racks) available on your school grounds?

- Yes
- No
- Don't know



**Transp#a6b.** Is the bicycle parking at your school adequate to accommodate the number of people who bike to your school? {Display if *bike-parking-item-6a* = Yes}

- Yes
- No
- Don't know

**Transp#b6c.** Which of the following types of bicycle parking are available at your school?  
*Select all that apply.* {Display if *bike-parking-item Transp6a* = Yes}

- Bicycle racks that are mounted into the ground
- Bicycle racks that are mounted into the wall
- Bicycle lockers
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**Transp#7a.** Is there a crossing guard(s) working on the streets immediately surrounding your school?

- Yes
- No
- Don't know

**Transp#7b.** When is there a crossing guard(s) available to assist students? {Display if *crossing guard item* = Yes}

- Every day before **AND** after school
- Every day **after only before** school
- Every day **only before-AND** after school
- Some days before **AND after** school
- Some days **only before after** school
- Some days **only before-AND** after school
- Other, please specify: \_\_\_\_\_
- Don't know

**Transp#8.** To the best your knowledge, what percentage of your school's students live within one mile of the school building?

- \_\_\_\_\_percent of students
- Don't know

**Transp#9.** Which of the following reasons, if any, have PARENTS/GUARDIANS reported as barriers to their children walking, biking, or using other micromobility means to commute **to** school? *Select all that apply*

- Lack of safety measures (e.g., sidewalks, crossing guards) on the commute to school
- Distance from home to school
- Traffic conditions on the commute
- Weather

- Crime around school
- Child's age
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**Transp#10.** To what extent do you agree or disagree with the following statement: "Traffic patterns around my school pose a threat to my student's physical safety."

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately disagree
- Strongly disagree
- Don't know

**Transp#11.** To what extent do you agree or disagree with the following statement: "Crime around my school poses a threat to my student's physical safety."

- Strongly disagree
- Moderately disagree
- Neither agree nor disagree
- Moderately disagree
- Strongly disagree
- Don't know

**Transp\_more.** We'd like to learn more about how students get to and from your school during the 2023-24 school year. In the space below, please share any other information you would like us to know about this topic.

*This item is optional.*

**Prep#.** How often are school staff trained on safety and security procedures (including the school's emergency operations plan) to follow in an emergency?

- We review portions of our safety and security procedures on a scheduled frequency (e.g., a section every 2 months)
- We review our procedures with staff at least annually
- We conduct tabletop exercises with staff at least annually
- We conduct drills/functional exercises with staff at least annually
- We conduct full-scale exercises with staff at least annually
- Don't know

**Prep1.** Please indicate which of the following your school does to train staff on safety and security procedures (including the school's emergency operations plan) to follow in an

emergency.

	Yes	No	Don't know
We review portions of our safety and security procedures on a scheduled frequency (e.g., a section every 2 months)			
We review our procedures with staff at least annually			
We conduct tabletop exercises with staff at least annually			
We conduct drills/functional exercises with staff at least annually			
We conduct full-scale exercises with staff at least annually			

**Prep#2.** How often does your school review and revise its emergency operations plan (EOP)?

- After an emergency occurs
- Annually
- Bi-annually (every 6 months)
- ~~Review and revise portions on a scheduled frequency (i.e., a section every 2 months)~~ More than 2 times a year
- Never

**Prep#3.** How often does your school collaborate with local public/private health agencies to evaluate the school's emergency prevention measures?

- Never
- Rarely
- Occasionally
- Regularly
- Don't know

**Prep#4.** How often do you send communications to parents about emergency operations plans?

- Only during an active emergency event
- Weekly
- Bi-weekly
- Monthly
- Annually
- Never
- Don't know

**Prep#5.** Does your school ~~include external expert partners on workgroups or committees to provide input into the emergency operations plan from any of the below local community partners~~ receive input from any of the following local community partners regarding your emergency operations plan? *Select all that apply.*

- Healthcare providers (e.g., local physicians, nurses)
- Law enforcement groups (e.g., local police or bureau of investigation)
- Local or state department of health representatives
- Local media groups

- Local emergency management services
- Local social services providers
- Other, please specify: \_\_\_\_\_
- Don't know

**Prep#6.** Does your school website include a page where parents/guardians can review the school's emergency operations plan, response protocols, and/or procedures?

- Yes
- No
- Don't know

**Prep#7.** Does your school have a dedicated person who is responsible for coordinating and managing emergency preparedness?

- Yes
- No
- Don't know

**Prep#8.** During the 2022-23 school year, has your school conducted (or will they conduct) an active assailant drill?

- Yes, with staff only
- Yes, with students and staff
- No
- Don't know

**Prep#9.** How often does your school conduct active assailant drills? {Display if Prep8 = Yes}

- Once a school year
- Twice a school year
- 3-5 times a school year
- 6-8 times a school year
- Nine or more times a school year
- Don't know

**Prep\_more.** We'd like to learn more about emergency preparedness at your school during the 2023-24 school year. In the space below, please share any other information you would like us to know about this topic.

*This item is optional.*

**CS1.** During the 2023-24 school year, is it a practice at your school to do the following?

	Yes	No	Don't Know
Require visitors to sign or check in and wear badges			

Control access to school buildings during school hours (e.g., locked or monitored doors, loading docks)			
Control access to school grounds during school hours (e.g., locked or monitored gates)			
Equip classrooms with locks so that doors can be locked from the inside			
Close the campus for most or all students during lunch			
Have “panic button(s)” or silent alarm(s) that directly connect to law enforcement in the event of an incident			
Provide an electronic notification system that notifies parents in case of a school-wide emergency			
Require faculty and staff to wear badges or picture IDs			
Use one or more security cameras to monitor the school			
Provide two-way radios to all or select staff			
Require metal detector checks on all or most students every day			
Perform random metal detector checks on students			
Perform one or more random sweeps (e.g., locker checks, dog sniffs) for contraband (e.g., drugs or weapons)			
Require students to wear uniforms			
Enforce a strict dress code			
Require clear book bags or ban book bags on school grounds			
Provide a structured anonymous or confidential threat reporting system (e.g., tip line, online submission, telephone hotline, or written submission via drop box)			
Require students to wear badges or picture IDs			
Prohibit non-academic use of cell phones or smartphones during school hours			

**CS2.** As of today, have any of the following contraband items been confiscated from students at your school during the 202~~23~~-2~~34~~ school year? *Select all that apply.*

- Firearms
- Explosive devices
- Tasers or stun guns
- Knives or other sharp objects that are used as a weapon
- Blunt objects that can be used as weapon (e.g., brass knuckles)
- Aerosol sprays (e.g., Mace, pepper spray)
- Other weapons
- Illegal drugs or drug paraphernalia
- Prescription drugs
- Alcohol
- Tobacco products or paraphernalia (e.g., cigarettes, vaping products)
- None of the Above
- Don't Know

**CS4a.** During the 202~~23~~-2~~34~~ school year, has your school drilled (or will they drill) students on the use of the following emergency procedures?

	Yes	No	Don't Know
Evacuation (i.e., students and staff are required to leave the building due			

to an incident)			
Lockdown (i.e., securing the school building and grounds during incidents that pose an immediate threat of violence)			
Shelter-in-place (i.e., students and staff are required to remain indoors because it is safer in inside the building or a room than outside)			

**CS5a.** During the 202~~23~~-2~~34~~ school year, does your school have a behavioral threat assessment team or any other formal group of persons to identify students who might be a potential risk for violent or harmful behavior (toward themselves or others)?

- Yes
- No
- Don't Know

**Lang2\_v1.** Approximately what percentage of your students are enrolled in these classes?

{Display based on answers to Lang1}	Number of students enrolled	Don't Know
ASL		
Arabic		
Chinese		
Dutch		
French		
German		
Hindi		
Italian		
Japanese		
Korean		
Latin		
Portuguese		
Russian		
Spanish		
Turkish		
Other		

2. Updates to the Appendix B Item Bank that were cleared as a part of a change request (v.5) to the November 2023, December 2023 and January 2024 questionnaires (Appendix C2) and are now being added to the Item Bank.

**SchLun14.** As a result of the challenges you just indicated, have you had to make any of the adjustments listed below to the school meals programs? {Display if SchLun13 ≠ "My school has not experienced..." or SchLun13 ≠ Don't Know}

- Reducing menu options
- Increasing paid lunch prices
- Seeking external funding to cover excess costs of serving school meals

- Limiting service options (e.g., stopping breakfast in the classroom)
- No longer participating in National School Lunch Program
- No longer participating in School Breakfast Program
- No longer participating in other USDA child nutrition programs (e.g., afterschool snack programs)
- Other, please specify: \_\_\_\_\_
- Don't know
- We have not had to make any adjustments to our school meal program

**ABS6.** We'd like to learn more about schools' experiences with **student, teacher, and staff absences**. In the space below, please share any information you would like us to know on this topic.

*This item is optional.*

**SIP\_more.** We'd like to learn more about schools' experiences **with school improvement plans**. In the space below, please share any information you would like us to know on this topic.

*This item is optional.*

**Fac1.** Does your school have any of the following outdoor surfaces designated for play?

- Only landscape surfaces (e.g., fields, porous surfaces, woodchips)
- Only hardscape (e.g., asphalt, concrete)
- Both landscape and hardscape surfaces
- We have no outdoor surfaces designated for play

**Fac#8.** Does **the your** school have an outdoor space designed for teaching available?

- Yes
- No
- Don't Know

**Fac#9.** Is training for educators about teaching/learning outdoors available at least once per year?

- Yes
- No
- Don't know

**Fac#2.** Are outdoor play areas, including athletic fields and courts, available to the surrounding-community public outside of school hours or when school is not in session? *{Display if Fac1 ≠ We have no outdoor...}*

- Yes
- No
- Don't Know

**Fac#10.** Does your the school or district employ a dedicated groundskeeper position who works at least part-time at your school?

- Yes
- No
- Don't know

**Fac#11.** Does the your school or district employ a school garden coordinator who works at least part-time at your school?

- Yes
- No
- Don't know

**Fac7.** Are indoor school facilities (e.g., classrooms, gym, auditorium, etc.) available for the public to use (with permission) outside of school hours or when school is not in session?

- Yes
- No
- Don't Know

**Fac#12.** Does the your school have outdoor space designed for student gardening available?

- Yes
- No
- Don't know

**Fac#13.** ~~Has your school employed, or designated an employee to serve as,~~ Do you have an Indoor Air Quality Coordinator at your school? This may be a school or district employee, or an employee designated to serve in this role.

*An Indoor Air Quality Coordinator monitors air quality conditions at the school and is responsible for reporting air quality issues and complaints.*

- Yes
- No
- Don't Know

**Fac#15.** Are carbon dioxide sensors installed in classrooms and other gathering spaces to monitor for effective ventilation?

- Yes
- No
- Don't Know



**Fac#19a.** How many permanent buildings are in use at your school?

*Do NOT include sheds, storage warehouses, or other buildings that people do not typically occupy.*

\_\_\_\_\_ buildings

- None
- Don't know

**Fac#19b.** How many of these buildings have received **third-party** green building certification from an external organization?  $\{\text{Display if Fac19a} > 0\}$

*Green building certification verifies that a building has met environmental, energy, human health, and other standards in its design, construction, and performance.*

\_\_\_\_\_ buildings  $\{\text{Display if permanent building item} > 0\}$

- None
- Don't know

**Fac#20a.** How many non-permanent (portable) buildings are in use at your school?

*Do NOT include sheds, storage warehouses, or other buildings that people do not typically occupy.*

\_\_\_\_\_ buildings

- None
- Don't know

**Fac#20b.** How many of these non-permanent buildings have received **third-party** green building certification from an external organization?  $\{\text{Display if non-permanent building item} > 0\}$   $\{\text{Display if Fac20a} > 0\}$

*Green building certification verifies that a building has met environmental, energy, human health, and other standards in its design, construction, and performance.*

\_\_\_\_\_ buildings

- None
- Don't know

**Fac#14.** Does your school have carbon **monoxide** alarms installed?

- Yes
- No
- Don't know

**Fac#15.** Are carbon **dioxide** sensors installed in classrooms and other gathering spaces to monitor for effective ventilation?

- Yes
- No
- Don't Know

**Fac#16.** ~~Does the school have a policy in place to have~~ Are there local exhaust systems installed at airborne contaminant sources, ~~such as~~ (e.g., science labs, copy/printing facilities, ~~and~~ chemical storage rooms)?

- Yes, at all airborne contaminant sources
- Yes, at some airborne contaminant sources

- No
- We do not have any airborne contaminant sources at this school
- Don't know

**Fac#17.** Does the school have an anti-idling program in place, including signage and active monitoring during pick-up and drop-off?

- Yes
- No
- Don't know

**Fac#18.** Are the designated vehicle loading & and unloading areas at least 25 feet from all building air intakes (including doors and windows)?

- Yes
- No
- We do not have designated loading and unloading areas at this school
- Don't know

**Fac#4.** Does the school have an auditorium or cafetorium (mix of cafeteria and auditorium) on-site?

- Yes
- No
- Don't know

**Fac#5.** Does the school have dedicated library space available?

- Yes
- No
- Don't know

**Fac#3.** Please indicate which of the following athletic amenities your school has on-site. *Select all that apply.*

- All-purpose grass field (e.g., football field, soccer field, lacrosse field)
- All-purpose turf field (e.g., football field, soccer field, lacrosse field)
- Baseball/~~softball~~ field
- Gymnasium (e.g., basketball court, volleyball court)
- Outdoor basketball court
- Outdoor volleyball court
- Indoor Ppool
- Outdoor pool
- ~~Softball field~~
- Indoor Ttennis courts
- Outdoor tennis courts
- Indoor Ttrack
- Outdoor track
- Weight room

- Other, please specify: \_\_\_\_\_
- ~~None of the above~~ We have no athletic amenities on-site

**Fac#6.** How many STEM (Science, Technology, Engineering, and Mathematics) labs are on your campus?

*A STEM lab is a room or space dedicated to science, technology, and/or mathematic experiments and hands on applications of these fields.*

\_\_\_\_\_ STEM labs

- Don't know

**Fac2221.** In what year was your school's **main instructional building** constructed?

- Year: \_\_\_\_\_
- Don't know

**Fac2322.** In what year was the last major renovation of the **main instructional building**?

- Year: \_\_\_\_\_
- The main instructional building has never undergone a major renovation
- Don't know

**Fac2423.** In what year was the last major building replacement or addition made to this school?

- Year: \_\_\_\_\_
- The school has never had a major addition or replacement
- Don't know

**Fac2524.** Is any major repair/renovation/modernization work currently being performed at this school?

- Yes
- No
- Don't know

**Fac\_more.** We'd like to learn more about schools' **building facilities and amenities**. In the space below, please share any information you would like us to know on this topic.

*This item is optional.*

**LSR#1.** ~~Does your school provide training for~~ Are teachers at your school provided training in any of the following? *Select all that apply.*

- Using **formative** assessments to inform instruction
- Using **diagnostic** assessments to inform instruction
- Using tailored accelerated instruction (i.e., using new, grade-level content to teach prior-grade concepts or skills)

- None of the above
- Don't know

**LSR#2.** Which of the following ways are parents informed of about their child's learning progress throughout the school year, beyond receiving report cards/summative assessments?

- Yes Teacher communications to the parents about areas in which the child is making progress or having difficulty
- No Parent-teacher conferences
- Online systems where parents can access their child's grades on assignments, tests, etc.
- Other, please specify: \_\_\_\_\_
- Parents are not informed of their child's learning progress beyond report cards/summative assessments
- Don't know

**Plan#1a.** On average, how many minutes per week do your teachers have for dedicated collaborative for planning? {Display if  $Plan1a = Yes$ }

\_\_\_\_\_ average minutes per week

- None
- Don't know

**Plan1b.** On average, how many of these {fill from Plan1a} minutes do teachers spend planning individually and how many do they spend planning collaboratively? {Display if  $Plan1a > 0$ }

\_\_\_\_\_ average minutes per week for individual planning

- No minutes spent on individual planning

\_\_\_\_\_ average minutes per week for collaborative planning

- No minutes spent on collaborative planning

- Don't know

**Plan2a.** On average, how many times per week do your teachers have dedicated for planning? {Display if  $Plan1a > 0$ }

\_\_\_\_\_ average times per week

- Don't know

**Plan2b.** On average, how many of these {fill from Plan2a} times do teachers plan individually and how many times do they plan collaboratively? {Display if  $Plan1a > 0$ }

\_\_\_\_\_ average times per week for individual planning

- No times for individual planning

\_\_\_\_\_ average times per week for collaborative planning

- No times for collaborative planning

- Don't know

**Plan3a.** To the best of your knowledge, has your school increased the amount of dedicated time teachers have for planning since the 2019-20 school year? {Display if  $Plan1a > 0$ }

- Yes
- No
- Don't know

**Plan3b.** On average, how many **minutes** per week has planning time increased since the 2019-20 school year? {Display if *Plan3a* > 0}

\_\_\_\_\_ average **minutes** per week

Don't know

**Plan3c.** On average, how much of {Fill from Plan3b} increased **minutes** per week have been dedicated to individual planning and how many of the increased minutes have been dedicated to collaborative planning since the 2019-20 school year? {Display if *Plan3b* > 0}

\_\_\_\_\_ average **minutes** per week for individual planning

No minutes spent on individual planning

\_\_\_\_\_ average **minutes** per week for collaborative planning

No minutes spent on collaborative planning

Don't know

**ParEng#1.** Which of the following methods, if any, does your school use to engage with parents? *Select all that apply.*

- Email
- ~~Phone or web-based applications~~
- Web- or phone-based applications
- In-person meetings
- Parent-teacher associations or organizations
- At-home visits
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**ParEng#2.** Do you have ~~staff focused on parent engagement in your school~~ a parent/family engagement specialist or outreach worker at your school? This may be a school or district employee, or an employee designated to serve in this role.

- Yes
- No
- Don't know

**ParEng#3a.** Have you added new parent/family engagement positions since the 2019-20 school year?

- Yes
- No
- Don't know

**ParEng#3b.** Have COVID-relief funds (e.g., ESSER funds) been used to support these hires?

{Display if *new parent engagement ParEng3a = Yes*}

- Yes
- No
- Don't know

**ParEng#4.** To the best of your knowledge, what percentage of students had at least one parent or guardian participate in the following events during the 2023-24 school year?

	0-25%	26-50%	51-75%	76-100%	Not Applicable
Open house or back-to-school night					
Regularly scheduled parent-teacher conferences					
Special subject-area events (e.g., science fair, concerts)					
Volunteers at school or served on a committee					

**ParEng\_more.** We'd like to learn more about schools' **teacher planning time and strategies to engage parents.** In the space below, please share any information you would like us to know on this topic. *This item is optional.*



**CCR\_gate.** In which of the following grades does your school have students enrolled?

- Kindergarten
- 1<sup>st</sup> grade
- 2<sup>nd</sup> grade
- 3<sup>rd</sup> grade
- 4<sup>th</sup> grade
- 5<sup>th</sup> grade *{Display AdvC and CCP items if 5<sup>th</sup> grade or above is selected}*
- 6<sup>th</sup> grade
- 7<sup>th</sup> grade
- 8<sup>th</sup> grade
- 9<sup>th</sup> grade/Freshman
- 10<sup>th</sup> grade/Sophomore
- 11<sup>th</sup> grade/Junior
- 12<sup>th</sup> grade/Senior
- Ungraded**

**AdvC#1a.** Does your school offer Advanced Placement (AP), Pre-Advanced Placement (Pre-AP), International Baccalaureate (IB), or dual enrollment courses?

- Yes
- No
- Don't Know
  
- This type of coursework is not applicable to students at my school

**AdvC#1b.** How many advanced courses are taught in your school? *{Display if AdvC1a = Yes}*

	Number of courses	We do not offer this program at our school	Don't Know
Advanced Placement (AP)			
Pre-Advanced Placement (Pre-AP)			
International Baccalaureate (IB)			
Dual enrollment			

**AdvC#1c.** To the best of your knowledge, what percentage of students at your school are enrolled in advanced coursework?

<i>{Display based on &gt; 0 responses to AdvC1b}</i>	Percentage of students	Don't Know
Advanced Placement (AP)		
Pre-Advanced Placement (Pre-AP)		
International Baccalaureate (IB)		
Dual enrollment		



**AdvC#1d.** What percentage of students in each racial/ethnic group are enrolled in any advanced coursework?

{Display COLUMNS based on > 0 responses to AdvC1b}	Percentage enrolled in AP courses	Percentage enrolled in Pre-AP courses	Percentage enrolled in IB courses	Percentage enrolled in dual enrollment	Don't know
American Indian or Alaska Native, <del>Non-Hispanic</del>					
Asian, <del>Non-Hispanic</del>					
Black or African American, <del>Non-Hispanic</del>					
Hispanic/ or Latino, of any race					
Native Hawaiian or Other Pacific Islander, <del>Non-Hispanic</del>					
White, <del>Non-Hispanic</del>					
Two or more races, <del>Non-Hispanic</del>					

**CCP#1.** To the best of your knowledge, what percentage of students in your school participate in the following:

	Percentage of students	We do not offer this	Don't know
Work-based learning program			
Workforce credential training program			
Personalized learning plan			

**CCP#2.** Does your school have a college and career readiness plan or goal?

- Yes
- No
- Don't know

**CCP#3.** Using the responses below, fill in the sentence that best describes your school: "My school does a(n) \_\_\_\_\_ job preparing students for college."

- ~~Very p~~Poor
- ~~Below-average~~ Fair
- ~~Average~~ Good
- ~~Above-average~~ Very good
- ~~Exceptional~~-Excellent
- Not applicable

**CCP#4.** Using the responses below, fill in the sentence that best describes your school: "My school does a(n) \_\_\_\_\_ job preparing students for the workforce."

- ~~Very p~~Poor
- ~~Below-average~~ Fair
- ~~Average~~ Good

- ~~Above-average~~ Very good
- ~~Exceptional~~ Excellent
- Not applicable

**CCP#5.** Do graduation requirements at your school include college and career milestones?

- Yes
- No
- Don't know
  
- Not applicable – my school does not graduate students from high school

**CCP#6.** Are graduation requirements at your school aligned to public postsecondary admissions requirements?

- Yes
- No
- Don't know
  
- Not applicable – my school does not graduate students from high school

**CCP#7.** Does your school employ any of the following staff to support college and career readiness?  
*Select all that apply.*

- Work-based learning coordinator
- Career advisors
- Counselors
- Workforce intermediary
- Other, please specify: \_\_\_\_\_
- We do not employ any staff to support college and career readiness
  
- Not applicable

**CCP#8.** Does your school offer career and technical education?

- Yes
- No
  
- Don't know

**CCP#9.** To what degree does your school counseling office use your students' college and career readiness data to inform their work and outreach to students and their families?

- Never
- Rarely
- Sometimes
- Often
- Always
- Don't know
- Not applicable

**CCP\_more.** We'd like to learn more about schools' experiences with **college and career readiness**. In the space below, please share any information you would like us to know on this topic.

*This item is optional.*

**Lang1.** Which, if any, of the following languages are taught as independent classes at your school?

- American Sign Language (ASL)
- Arabic
- Chinese (Mandarin or Cantonese)
- Dutch
- French
- German
- Hindi
- Italian
- Japanese
- Korean
- Latin
- Portuguese
- Russian
- Spanish
- Turkish
- Other, please specify: \_\_\_\_\_
- None of the above

**Lang2\_v2.** Approximately how many students are enrolled in these classes?

{Display based on answers to Lang1}	Number of students enrolled	Don't Know
ASL		
Arabic		
Chinese		
Dutch		
French		
German		
Hindi		
Italian		
Japanese		
Korean		
Latin		
Portuguese		
Russian		
Spanish		

Turkish		
Other		

**Lang3.** Which of the following best describes how these classes are taught at your school? *Select all that apply.*

{Display based on answers to Lang1}	Traditional Classroom	Dual language (two-way) immersion	Immersion	Online	Hybrid	Don't Know
ASL						
Arabic						
Chinese						
Dutch						
French						
German						
Hindi						
Italian						
Japanese						
Korean						
Latin						
Portuguese						
Russian						
Spanish						
Turkish						
Other						

**Lang4.** Do you offer these classes in collaboration with any of the following? *Select all that apply.*

{Display based on answers to Lang1}	A local high school	Community college	University campus	Heritage community school	No collaborations for this class	Don't Know
ASL						
Arabic						
Chinese						
Dutch						
French						
German						
Hindi						
Italian						
Japanese						
Korean						
Latin						
Portuguese						

Russian						
Spanish						
Turkish						
Other						

**Dual#\_gate.** Which of the following, if any, types of dual language programs does your school offer? *Select all that apply.*

- Developmental Program** (also known as a maintenance program): dual language program that enrolls primarily students who are native speakers of the partner language
- Two-way Immersion Program** (also known as a bilingual program): dual language program that enrolls a balance of native English speakers and native speakers of the partner language
- One-way Immersion Program** (also known as a foreign language program): dual language program that enrolls primarily native English speakers
- Heritage Language Program:** dual language program that mainly enrolls students who are dominant in English, but whose parents, grandparents, or other ancestors spoke the partner language.
- None** of the programs listed above are offered at my school {Do not display Dual items if selected}

**Dual#1.** What percentage of students at your school are in the dual language program?

\_\_\_\_\_ percent of students

- Don't know

**Dual#2.** Do you require that educators in your school's dual language program are certified to teach in these programs?

- Yes
- No
- Don't know

**Dual#3.** Does your school offer a seal of biliteracy?

- Yes
- No
- Don't know

**Dual#4.** Which of the following partner languages are used in your school's dual language program(s)?

- American Sign Language (ASL)
- Arabic
- Chinese (Mandarin or Cantonese)
- Dutch
- French
- German

- Hindi
- Italian
- Japanese
- Korean
- Latin
- Portuguese
- Russian
- Spanish
- Turkish
- Other, please specify: \_\_\_\_\_
- None of the above

**Dual#5.** Does your school have a shortage of English Learner (EL) or English as a Second Language (ESL) instructors?

- Yes
- No
- Don't know
- We do not have any EL or ESL students that necessitate an EL/ESL instructor

**Dual\_more.** We'd like to learn more about schools' experiences with **world and dual language programs**. In the space below, please share any information you would like us to know on this topic. *This item is optional.*

**PAut\_more.** We'd like to learn more about schools' experiences with **principal autonomy**. In the space below, please share any information you would like us to know on this topic. *This item is optional.*

## **Changes to Appendix C – Instrument Appendices**

### **Appendix C3**

This submission includes the February 2024-April 2024 instruments (Appendix C3).

- The February 2024 questionnaire contains modules on education-related concerns that school administrators themselves have, as well as concerns they have heard expressed to them by students, staff, and parents during the 2023-24 school year.

- The March 2024 questionnaire contains modules on student and staff mental health, schools' anticipated summer 2024 hiring needs, and traumatic brain injuries.
- The April 2024 questionnaire contains modules on student transportation and school safety and emergency preparedness.
- February-April 2024 questionnaires will be updated at a later time through a change request once the SPP team receives the results of the cognitive interviews for these questions from the Census Bureau.

## School Pulse Modules by Month

Appendices C1 and C2 contain monthly instruments that have already been cleared. The instruments in those two appendices are unchanged from previous submissions, but the monthly plan at the beginning of all C appendices have been modified as shown below.

Monthly Collection		Modules			
2023	August	Staffing (Summer Hiring Cycle & Challenges)	Internet & Technology	Community Collaboration	
	September	After-School Programs	Summer Programs		
	October	Staffing (Current Vacancies & Challenges)	Tutoring		
	November	School Improvement	Food Services & Supply Chains	Absenteeism	
	December	Facilities	Learning Recovery (Planning Time + Parent Engagement)		
2024	January	College and Career	World Language Programs	Principal Autonomy	Crime and Safety (Security Officers and Staff Training)
	February	Concerns	Social and Emotional Competencies	Crime and Safety (Perceptions and trainings) State Assessment Perceptions	
	March	Mental Health	Staffing (Upcoming Hiring Cycle)	Traumatic Brain Injuries	Concerns
	April	Transportation	School Preparedness	Crime & Safety (Procedures)	
	May	Tutoring (Repeat of October – reduced set of items)	Student Behavior		
	June	Learning Recovery (Strategies)	Absenteeism	Learning Modes	